



**Development of Public Awareness Models for Consumer
Protection: Guidelines**



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Introduction

The ASEAN Project for the Development of Public Awareness Models for Consumer Protection (the Project) supports a systematic approach to consumer education within ASEAN, covering a range of consumer constituencies, issues, delivery systems and appraisal procedures. This will be achieved through a report on ‘Awareness and Education Models for Consumer Protection’ and ‘Guidelines for Selecting Models’. **This document contains the Guidelines for Selecting Models.**

This Guidelines document complements the Consumer Protection Models presented in the Models document. The Models document presents three models designed to be a simple lens to view the many and varied consumer education and awareness issues that face ASEAN Member States (AMS). These models are broad enough to be applied across a wide range of issues and circumstances within AMS. These models are: the Basic model; the Advanced model; and the Best Practice model. See **Annex 1 and 2** for a summary of the Models as they relate to these Guidelines.

The Guidelines are designed to help individual AMS plan a consumer protection initiative. To be applicable across the different AMS contexts, the guidelines are inherently general and process based. They follow a set process to ensure that activities important to the execution of successful programs are undertaken

The Guidelines

The guidelines are based on the understanding that, regardless of the Model selected, running a successful consumer protection program relies on fulfilling four key steps: Planning, Development, Implementation and Evaluation. Figure 1 outlines each step in this process, and Box 1 provides a more detailed summary.

Figure 1: Steps involved in running a successful consumer protection program



Box 1 – Steps involved in running a successful consumer protection program

Planning – This step focuses on strategic planning regarding the consumer protection initiative. This includes priority setting, issue identification, assessment of the impacted group and objective identification.

Development – This step focuses on the development of the consumer protection initiative. This includes message design, key messages and message pre-testing. It focuses on the development of materials and activities linked to behavioural outcomes and designated target groups.

Implementation – This step focuses on the implementation of the initiative. This follows the strategic planning process undertaken in the previous steps. It involves consideration of communication channels, effective delivery and approaches to ensure the implementation of a focused and effective initiative.

Evaluation – This step focuses on evaluating the performance of the initiative. This involves an assessment of whether Key Performance Indicators (KPIs) have been achieved, and measurement of program outcomes and other indicators of success. This step needs to be planned from the start and is integral to every step of the process.

Within the scope of this document it is not possible to be prescriptive and provide a set of actions that will be relevant in all contexts and cultures. This document cannot provide a step-by-step manual for undertaking a consumer protection initiative as the economic, social and cultural diversity across the ASEAN region means that priorities, resources, costs and capabilities are varied. Rather, the focus of this document is to assist the planning of a consumer protection initiative in a broad range of contexts, acknowledging different levels of resources, capability and experience. Box 2 outlines how a consumer awareness program may fit within broader policy objectives.

Box 2 – Example application of a consumer awareness program to attain policy outcomes

Illegal Repossessions of Motorbikes

In some instances it may be decided that attaining the policy objectives will require improved consumer awareness.

For example, a policy objective of reducing the incidence of sellers illegally repossessing motorbikes from their owners for failing to make a number of loan repayments may include making consumers aware that repossessions cannot legally occur without a court order.

The awareness program would be part of a wider policy objective of reducing illegal repossessions. The strategy for implementing the policy objectives may include a range of strategies including prosecuting sellers or lenders (or both), reforming the law, making sellers and lenders aware that the regulator is no longer tolerating such conduct, and educating and assisting the police in dealing with the practice. Consumer awareness would be only one component of a broad range of strategies to achieve the objectives.

The awareness program might be targeted at those who are most likely to have their bikes repossessed, which might be young males in identified urban areas. An awareness program would seek to identify the ‘messages’ that are most likely to be meaningful to that audience, and which are most likely to lead to changed behaviour by the bike owners.

The awareness message might (i) inform them that the seller or lender must have a court order before they can repossess; and (ii) what the consumer must do if the seller or lender attempts to, or does, repossess the bike.

The Guidelines place a strong emphasis on the Planning and Development steps. This is because these steps are critical in understanding the problem, the effected people, and in targeting a response. Discussion of the Implementation and Evaluation steps are included, however an explicit focus is on the early steps to ensure projects are strategically oriented to maximise progress in addressing the identified problem.

This report describes each of the four steps sequentially, noting that in practice there will be overlap between the different steps.

Step One: Planning

Consumer awareness programs are often most effective when they form part of an overall strategy to advance a particular consumer protection objective or policy, or to enhance agency engagement with the community. Well-designed public policy campaigns are usually designed to achieve a measurable desirable outcome. For instance, programs to reduce smoking, reduce or mitigate the consumption of drugs or alcohol, protect consumers against online threats, or reduce incidents of drowning would seek to attain measureable outcomes in the rates of smoking, drug taking, online fraud and drowning. Programs will usually gather data on the existing state of affairs as a baseline to demonstrate change after the campaign is implemented, and gain a deeper understanding of the problem.

With a deeper understanding of the issues facing stakeholders and the people at risk, policy designers are better placed to define their objectives and to set targets. Once these objectives are set, policy makers can proceed to develop well-designed policies and strategies to achieve the initiative's aims. Underpinning this is the importance of strategic planning processes and considerations of how each step will logically connect to the next.

Planning is an important first step. Policymakers need to consider a range of factors prior to the identification of potential activities. The following section outlines a range of significant questions to consider, and describes their importance. These questions include:

- What is the issue?
- Who is impacted?
- What is the objective?
- What resources and expertise is required?

What is the issue?

Problem identification is an important starting point. The range of issues that can impact consumers are considerable. Broadly, there are two common features of consumer protection problems facing consumers – the consumer is not able to protect themselves from harm, or has suffered harm. **Box 3** provides a brief description of these features.

Box 3 – Common features of consumer issues

Consumers cannot protect themselves from a particular kind of potential harm

When shopping for goods or services, consumers do not:

- Know how to best protect themselves from getting into a bad situation, e.g. lacking knowledge or skills to detect and avoid scams, or high pressure sales tactics; and,
- Know how to use good shopping practices, e.g. shopping around and comparing goods, asking about warranties, etc.

Consumers have suffered harm

After purchasing goods or services consumers are suffer loss because they are:

- Not aware they have any consumer rights; and,
- Do not know how to obtain redress.

These features can be used as a guide to start looking at consumer protection issues in AMS that could be the subject of an education initiative.

The issue identification process will include the initial steps of **priority setting** and **formative research**. Formative research is essential in defining consumer education priorities and establishing the types of issues that should be targeted by a consumer education program. The situation of each AMS will be different in terms of the types of issues that are faced by its consumers. Policy makers should develop a robust understanding of the consumer issues faced in their own country through surveys, reviews of consumer complaints and desktop research (such as reviewing media reports) to decide on the priorities for their initiatives.

It is important to ensure that policy makers and/or stakeholders are able to observe the progress of the consumer awareness activities. Stakeholders can be understood to be senior bureaucrats within consumer protection agencies, staff within other relevant government agencies, or officers in charge of advocacy work in the particular agency. If other organisations are engaged, this could also include industry, research and NGO groups. Appropriate documentation should be maintained throughout all four steps (that is, throughout Planning through to Evaluation steps) as part of due process. A policy brief for policy makers and other stakeholders can be drawn from this documentation. The first policy brief should be sent to policy makers and other stakeholders towards the end of the Planning stage.

The '**Policy paper briefing note template**' (see **Annex 3**) provides a useful way to keep relevant stakeholders informed throughout the Planning, Development, Implementation and Evaluation steps. These are likely to be heads of or senior bureaucrats within consumer protection agencies or officers in charge of advocacy work in the particular agency.

Who is impacted?

The consumer education program must be very clear about who the selected audience will be. This should be directly linked to the particular issue of focus. Understanding who the initiative aims to influence is essential in the next planning steps, such as objective setting, and the identification of

appropriate approaches and activities for the initiative. To determine who the audience will be, focus should be directed to who is impacted by the issue.

A particular challenge can be the identification of problems for marginal and vulnerable consumers. This is because they can be the most difficult to identify and reach. However, it is essential to give due consideration to this as it enables more precise problem identification and facilitates the design of more tailored interventions.

The fieldwork undertaken in this Project identified that vulnerable consumers can be found in all AMS. Specifically, it identified that issues of distance (remoteness), and the associated transportation and communication issues, are often compounded by illiteracy, language barriers and vulnerability to inferior products and unfair sales techniques. This is discussed further in **Box 4**.

Box 4 – Vulnerable and marginal groups in ASEAN

Typically, vulnerable consumers include older people, immigrant workers and those who have poor language or literacy skills.

Older people

Older people may be vulnerable due to the progression of the natural ageing process as well as other factors such as disability and ill-health. In rural areas distance, transportation and communication difficulties, lack of health care and language barriers can lead to vulnerability in older (and in many cases, younger) people.

Immigrant workers

Immigrant workers might also be a vulnerable group because many come from rural areas (experiencing the same issues outlined above in relation to older rural people) to cities in search of work. Immigrant workers may also come from other countries. Cultural and language barriers may impact upon consumer choice, as well as lack of awareness or understanding of the law or a reluctance to pursue matters if defrauded.

Language and illiteracy

Even in more developed economies a significant number of consumers might experience language or literacy hurdles. This may raise difficult issues in implementing a consumer education program. These difficulties need to be identified, and the awareness strategy needs to consider ways of overcoming them.

Policy makers should be aware of certain groups who might be more vulnerable to consumer protection issues. The specific groups should be identified in connection with the particular issue being examined. This will require **formative research** to understand the most impacted group and build an information basis to be able to identify appropriate initiative objectives.

What is the objective?

The identification of clear and achievable objectives is an important part of Planning. The objectives of the consumer protection initiative must reflect the core issues identified and the impacted groups.

Leading on from issue identification, there are three points to consider:

- Identify the harm or potential harm that is being suffered by particular consumers as a result of the consumer protection issue;
- Identify the causes of the harm or potential harm; and
- Define objectives to remove or reduce the cause of harm or potential harm.

Once the harms and causes have been identified in relation to each consumer issue, then the objectives of the consumer education program can be defined. The objectives of the consumer education program should be aimed at remediation of the *harm* suffered by the consumer by addressing the underlying *cause*.

The objectives should be targeted towards specific changes that will address the issues or harms previously identified. Structuring objectives against the Knowledge, Attitudes and Behaviours (KAB) of the intended audience group is an effective way to do this (see **Box 5**).

Box 5 – Knowledge, Attitudes and Behaviours

Knowledge

Knowledge may be understood as what a consumer knows. In the context of consumer protection this might include, for example, what a consumer knows (or does not know) about their rights to return faulty goods and receive reimbursement of the price they paid for it.

Attitudes

Attitudes are the beliefs and subjective evaluations a consumer has about a topic. For example, a consumer might believe they will not be compensated for faulty goods, even if they know they have the right to return them and receive reimbursement.

Behaviours

Behaviours are how consumers act or conduct themselves regarding a certain topic. In the context of consumer protection this might include, for example, whether consumers decide to actually return faulty goods and obtain reimbursement.

Understanding consumer KAB improves insights into the knowledge and attitudes of consumers that impact on their behaviour regarding the issue of interest. This understanding can improve the chances of successful outcomes of the consumer awareness campaign.

Consumer KAB can be assessed through surveys (also referred to as Knowledge, Attitude and Practice surveys). These can fill multiple needs, particularly including: assessing and exploring the knowledge, attitudes and practices of the target groups towards a particular concept; identifying problems and planning targeted interventions (particularly identifying and describing negative attitudes and other barriers leading to non-compliance/adoption); and providing a method for initiative evaluation.

Knowledge, Attitudes and Practices surveys do not have a specific structure or process for question design. Rather, each question is designed to fill a specific objective that is relevant to the subject area and context of the particular study. Ultimately, this instrument is a diagnostic tool that helps to build a stronger overall program or initiative through the continual incorporation of feedback.

Who are the stakeholders who should be engaged?

To be successful, consumer education programs typically require engagement of a wide range of stakeholders. These may include members from industry, governments, consumer protection agencies, community groups and the legal fraternity, just to name a few. In the Planning step, the key stakeholders should be identified and mapped.

Stakeholder mapping is an important tool for identifying and managing stakeholders. **Figure 1** presents a basic framework for understanding the different dimensions of influence and interests of stakeholders.

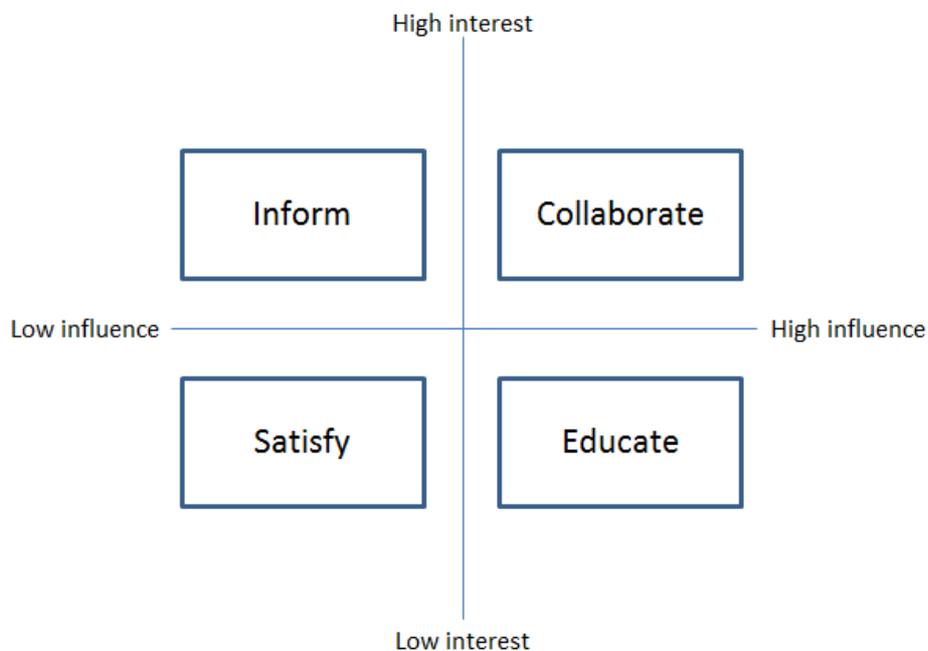


Figure 1: Stakeholder dimensions of influence and interest

Use of the framework above can assist identifying important stakeholders. It helps those designing a consumer education program consider the people or groups who have an interest in the project (i.e. they are impacted by the initiative in some way) and those who have the ability to influence the initiative (i.e. they can impact the planning or execution of the initiative in some way).

Stakeholders are then plotted on the map above based on their level of interest and influence during the Planning step. This will inform the stakeholder management strategy that is selected for that person or group:

- **Collaborate:** For highly interested, highly influential stakeholders, all aspects of the initiative should be designed in a way that incorporates the feedback of these stakeholders and makes them feel part of the process, to ensure they remain supportive throughout
- **Educate:** Low interest, high influence stakeholders should be further informed about the initiative to increase their level of interest and hopefully bring them on board as collaborators in future
- **Inform:** High interest, low influence stakeholders should be informed about progress of the initiative as it is developed and executed, and given some opportunity to contribute if necessary
- **Satisfy:** Low interest, low influence stakeholders should be provided some information throughout the process, but do not need to be brought on as collaborators in developing the initiative.

The use of the '**Stakeholder analysis and mapping exercise**' (see **Annex 4**) provides a useful way to undertake this activity.

How will the achievement of the objectives be evaluated?

While evaluation is typically understood as an activity undertaken at the end of a project, it is crucial that the Evaluation step is designed in the Planning step. In the Planning step, both the planned outputs and desired outcomes must be clearly established. It is important that the evaluation of the initiative reflects the objectives that have been identified. Specifically, consideration needs to be given to what data will be collected at the end of the project to assess the achievement of the identified objectives. For instance, are the objectives measurable? A strong evaluation framework will produce a data set at the end that will be able to demonstrate the achievements (and any shortcomings) of the initiative, identify lessons learned, and provide useful experiences to share with other AMS. Consideration of the evaluation process should occur throughout the Planning, Development, Implementation and, evidently, Evaluation steps.

The use of the '**Evaluation plan template**' (see **Annex 5**) can assist the design of evaluation activity during the Planning step.

What resources and expertise are required?

The models have been designed to reflect variable levels of resources and capacity. However, adequate resourcing of the chosen initiative is crucial to achieving positive outcomes. This includes identifying and accessing the required expertise and experience, as well as resourcing for the implementable activities.

The *Summary, Resources and Next Steps* section of this document provides advice on means through which this capacity could be enhanced, through both the provision of expert advisers and capacity building exercises. It discusses the potential need for technical assistance in completing each phase of the process. One resource, used during Workshop 2 of this Project, was the Strategic Planning exercise. While this was undertaken in a limited way throughout the two-day workshop, it provides a useful resource to assist with the Planning and Development step of an initiative.

Planning Checklist

- Have consumer education priorities been set?
- Have the issues around which consumers require education been determined?
- Have the groups of consumers impacted by the issues been selected?
- Have the objectives of the consumer education program been identified?
- Has an evaluation framework been established?

Step 2: Development

This step builds on the activities undertaken in Planning to develop message design, key messages and message pre-testing approaches for the consumer protection initiative. This step focuses on the development of materials and activities linked to behavioural outcomes and designated target groups.

Key questions policy makers should answer during the Development step include:

- What are the key messages?
- What is the best approach?
 - What should the format of the consumer education program be (e.g. classroom instruction, advertising campaign)?
- What are the best activities?
 - Have messages been pre-tested?
 - With whom should the materials that will support the consumer education program be pre-tested?
- What capacity building and training needs to be conducted?
 - How will presenters or advocates be trained to deliver the consumer education program?
- Which stakeholders need to be engaged and how?
 - How will government agencies and NGOs be engaged throughout the process of delivering the consumer education program?
 - Who are the appropriate partners to assist in delivering the consumer education program?
- Do you have the required expertise and knowledge to undertake the activities?
- Are the activities aligned with the objectives and evaluation framework?

What is the solution?

The solution to the consumer protection issue that has been identified will form the basis of the consumer education program. Essentially, the solution is the way that the consumer objective will be achieved. Note that a single consumer protection initiative may have multiple solutions.

Once the problem - a particular issue arising from a lack of consumer knowledge or awareness - is identified, and the objectives of an education program are being developed, a useful test to apply is to imagine you are in the position of a fully aware and knowledgeable consumer.

The questions that could be asked of the targeted consumer could be:

- Assuming the consumer is fully aware, how would their behaviours and choices differ from an unaware consumer?
- How would their shopping practices differ?
- If, for example, they were to pay for a good or service and it was defective in some way, what steps can they take under the existing laws and regulatory and other processes to remedy the situation?

The objective would be to establish a program to enable the presently unaware consumers to be able to take the steps that would be taken by a fully aware consumer. These particular behaviours and steps would be identified, and would be applied in the consumer awareness program.

What is the best approach for the consumer protection activity?

Identifying the audience is critical to selecting the best approach for consumer education. As outlined in the Models paper, due consideration should be given to taking a mass or targeted audience approach. Consumer protection programs aimed at vulnerable groups (e.g. older people) can include:

- Face to face interactions through visits to, for example, remote communities or areas/sites where members of vulnerable groups cluster; and
- Providing targeted consumer education to increase the level of knowledge and awareness around relevant concepts and products.

The three models may either include a mass audience approach or a targeted approach or a combination of both. For example, a policy aim may be to reduce the incidence of death and injury of infants consuming defective or dangerous baby formula. It may be decided to use a best practice model that is applied to a targeted audience, namely mothers in a particular region where there are higher levels of infant death and injury from defective milk formulas. As another example, the policy aim may be to reduce the rate of death and injury caused by dangerous products more generally. It may be decided that because of cost constraints the Advanced Model, rather than the Best Practice Model, be applied. This would involve an awareness program aimed at a mass audience to develop a general level of awareness amongst the population. It may also be decided that a parallel targeted approach also be implemented which is aimed at a particular population group that is purchasing a particular kind of dangerous product.

Mass audience

The mass audience approach is designed for programs that are aimed at large sections of the population. Mass audience programs generally address issues of broad consumer interest, rather than an issue that impacts only a small group of people. Consumer protection programs implemented through the mass audience approach may aim to broadly build the capacity of all of a nation's consumers, or aim at a specific consumer protection issue that impacts the general population. **Figure 2** outlines a four-step process to develop a consumer protection program aimed at a mass audience scale.

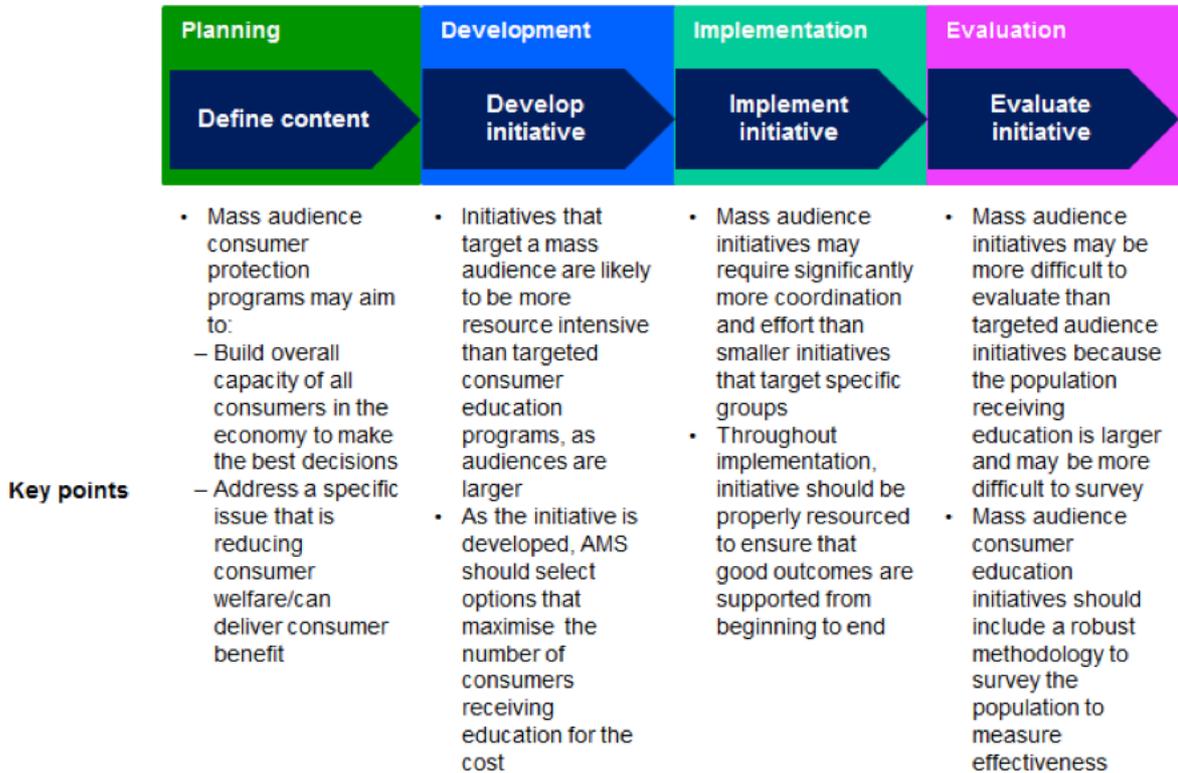


Figure 2: Approach 1 – Mass audience staged approach to consumer protection

Targeted audience

The targeted audience approach is appropriate for programs that are designed for particular consumer groups. These groups may be targeted for awareness programs because of their particular vulnerability to harm and exploitation. Although there are diverse views as to what circumstances will render a consumer ‘vulnerable’, the following overview is appropriate:

Consumer groups are judged vulnerable if they have greater difficulty than others in obtaining or assimilating the information needed to make decisions about the purchase of goods and services or if they are exposed to a greater loss of welfare than other consumers if they buy inappropriate goods and services or if they fail to buy something when it is in their best interests to do so. (OFT, 1998, OECD, 2009)

Within the context of the ASEAN region, vulnerabilities may arise through economic circumstances, gender, age, health and disability, location, language barriers, membership of a minority group, and recent immigration. Consumers with exposure to one or more of these circumstances are vulnerable and likely to lack the skills or resources to take action on their own behalf.

Figure 3 outlines a four-step process to develop a consumer protection program aimed at a targeted audience scale.

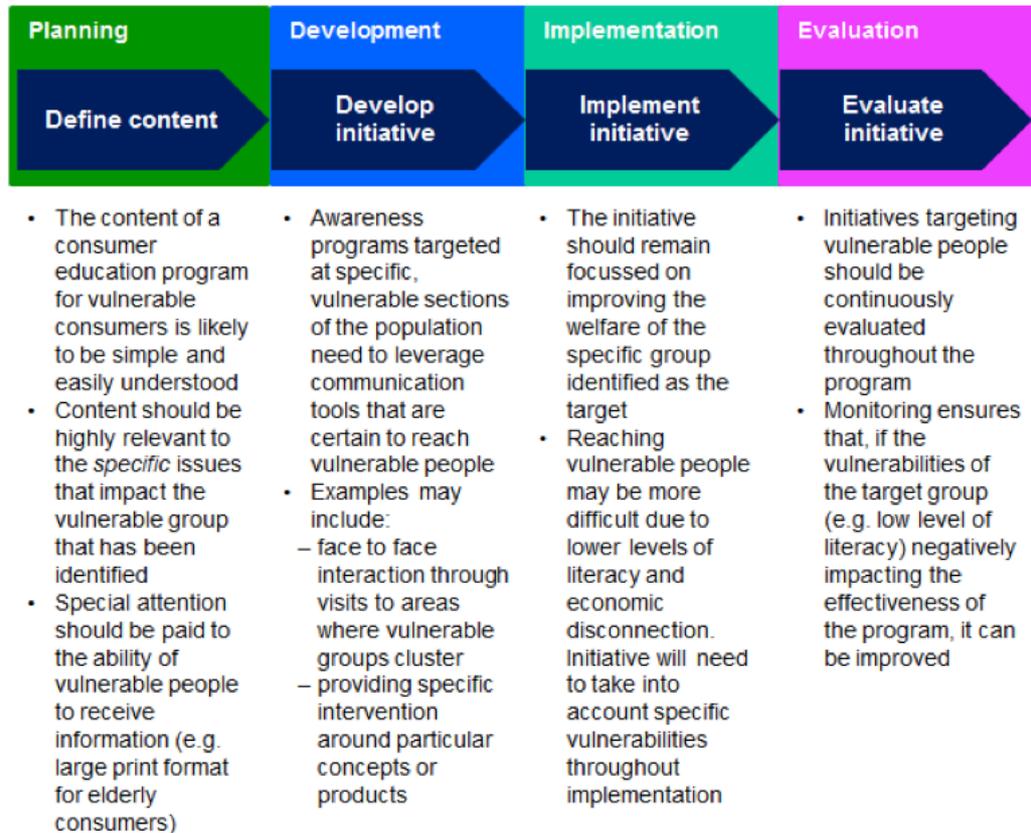


Figure 3: Approach 2 –Targeted audience approaches to consumer protection

What are the best activities to achieve the stated objectives?

There are a wide variety of potential activities that can be employed to deliver the consumer education program to consumers. These activities are further discussed in the Annex 4 of the Models paper. It is best to keep in mind that the activity implemented and the media used to disseminate it will depend on the target audience identified above.

What resources and expertise is required?

The successful implementation of an initiative relies on identifying and engaging the relevant resources and expertise that are required in the Development step. A variety of technical and subject matter experts should be engaged throughout the development of the initiative to assist with any capability gaps that exist. To identify the experts who can assist with executing the consumer education program, the organisation should:

- Identify the key capabilities required to develop and execute the consumer education program;
- Understand the capabilities that are available within the organisation, and identify the required capabilities that are not currently available; and
- Evaluate the potential partners who can offer the capabilities that are lacking within the organisation.

Development Checklist

- Do the activities align with the objectives and evaluation framework?
- Have the relevant experts and advisers been identified?

Step 3: Implementation

During the Implementation step, policy makers should commence and execute the consumer education program. The implementation of consumer education models is expanded further below.

Key questions that policy makers should answer during the Implementation step include:

- How will the different communication tools be finalised for implementation?
- How will the delivery of the consumer education program be coordinated during the term of the program?
- How will the rollout of the initiative (including funding, execution etc.) be managed and tracked throughout the implementation period?
- How will the resources that support delivery of the consumer education program be distributed?
- Is implementation of the planned schedule of activities being undertaken?

Implementation Checklist

- Are the resources that will support the delivery of the initiative coordinated and finalised for use?
- Is the planned schedule of activities being implemented?

Most consumer education programs will benefit from a press release outlining the objectives of the program and the activities being undertaken to achieve them. The best time to do this is after the consumer education program has been finalised, and just before its public release.

The use of the '**Press release template**' (see **Annex 6**) provides a useful way to undertake this activity.

Step 4: Evaluation

During the Evaluation step, policy makers should reflect on the initiative and develop insights that will inform future program implementation. The evaluation of consumer education models is expanded further below.

Key questions policy makers should consider during the evaluation step include:

- What is the existing baseline data that the program can be assessed against?
- What are the key performance indicators against which the initiative will be assessed?
- How will the initiative be evaluated throughout to ensure it is continuously improved?
- Does the evaluation plan include SMART (Specific, Measurable, Achievable, Relevant and Time-bound) indicators?
- How will an end of initiative evaluation be conducted? Who will be involved in evaluating the initiative?

- How will the knowledge from the evaluation of the initiative be captured and used to inform future initiatives?

It is important that the evaluation process not be considered a linear one. As data is collected for the implementation of the consumer education program, consideration should be given to how that data can be used to achieve improvements. These improvements are both in learning about a particular program, for example the relative success of certain communication strategies, and in distilling lessons learned from the overall project experience to feed into future consumer education programs.

Evaluation Checklist

- How will the initiative be evaluated, and by whom?
- Are the designated evaluation indicators SMART?
- How will the knowledge gained from initiative evaluation be captured and used to inform future initiatives?

Implementing the Consumer Protection Models

Designing a consumer education program across all three models involves relatively similar steps. The focus of the Guideline document is on moving through these steps. For context they are outlined below in **Figure 5** and include Planning, Development, Implementation, and Evaluation.



Figure 5: Steps involved in running a successful consumer protection program

Across the three models there may be a number of differences in the activities that are undertaken within each step. This section will provide an outline of how each stage might occur.

Planning

Strategic direction and planning are implemented in the Planning step, which can build on existing programs of work, or identify and develop new ones. This is informed by developing an in-depth understanding of the consumer protection problem being addressed, which can be explored through stakeholder and beneficiary interviews and literature reviews. Planning should ensure the key questions outlined in the Guidelines document are considered, and are as rigorous as possible in gathering knowledge and resources to achieve the best results. If resources and capacity allow, behavioural objectives should be identified and related to specific target audiences including

primary and secondary audience segments and tertiary audiences, including key influencers. If this is not possible, it is likely interventions will be general, reflecting the lack of additional research undertaken.

Key objectives for the consumer protection initiative should be identified, specifically considering how these behavioural objectives align with the target audiences. If resources and capacity allow, an evaluation framework (how the objectives will be evaluated) should be considered and developed during the Planning step. The evaluation will likely focus on specific activities conducted, program outputs and outcomes achieved. Behavioural objectives can be evaluated through program activity key performance indicators (KPIs) focusing on knowledge, attitude and behaviour. This process will overlap with the Development step to ensure that the objectives, activities and evaluation processes align.

Stakeholder consultation during the Planning step is critical for validating key objectives and, ideally, pre-testing of activities and messages. All stakeholder consultations for consumer awareness campaigns should include pre-existing relationships and networks (particularly within government). If possible, they should also include groups across relevant sectors such as local municipal government and consumer groups as well as targeted piloting of relevant materials with consumers.

The use of the '**Strategic Planning Template**' (see referred to in 'Useful resources', see **Annex 7**) in a workshop setting is a useful way to assist practitioners in transitioning from Planning to Development.

Development

As with the Planning step, the Development step should have a strategic focus to maximise the effectiveness of resources. This step will include the development of key messages and support materials, and identification of key activities to be implemented. If the resources are available, this would include pre-testing ideas and messages that address problem behaviours, build knowledge, change attitudes and perceptions, and build self-efficacy toward behaviour change with a relevant network of stakeholders.

The development of key messages and related activities should be complemented by a comprehensive and integrated draft of communication materials and activities with effective communication channels and delivery mechanisms to achieve effective reach and frequency of messages to desired target groups. If resources are limited, low cost options include print materials, websites, and/or SMS. If more resources are available, impact can be optimised through a multi-faceted strategy and targeted messaging approach, and these options could expand to include the development of advice service platforms on websites and consumer-based training activities.

It is important that the activities chosen will maximise impact for the particular consumer protection issue and context. For example, just because there is an expanded budget does not mean that higher cost activities should be employed if the impact will not be as great.

During the Development step actions must be aligned with the initiative objectives identified in the Planning step. This includes due consideration for what data will be required to evaluate the program against its defined objectives.

This step will focus on the implementation of the activities planned in the previous steps. This might include, for example, the distribution of print materials, organisation of public events, and dissemination of web-based content through networks.

Increasingly multi-faceted and complex approaches require stronger coordination to successfully deliver the consumer awareness campaign. Strong coordination will ensure that the multi-faceted approach to activity implementation, which draws on a broad range of activities targeted strategically to maximise their impact on the target audience, is done smoothly and as planned. An emphasis here is on strategic use of multiple activities and ensuring that activities are well integrated into a coherent initiative. For example, this might include television based activities, identified through extensive research and understanding of target audience and best means to access them, and community engagement.

Evaluation

Project evaluations are crucial for a number of reasons. At a basic level, they are important for demonstrating the achievements of the implemented activities compared to the objectives, and demonstrating accountability for resources used. If additional resources exist, this focus can be extended to assess a broader range of outcomes related to project objectives and will make assessments against KPIs. This can also expand to the identification of lessons learned and engagement with initiative stakeholders, groups and networks to identify further project improvements. The process could reveal some useful lessons for sharing across AMS and could take advantage of relevant online platforms to disseminate such lessons.

With sufficient resources, a comprehensive outcome evaluation will include a range of KPIs focusing on knowledge, attitude and behavioural indicators identified through the behavioural objectives, academically robust research methods and findings to support in building the evidence base for programming, advocacy and adaptation to other ASEAN country settings. Outputs as well as outcomes should be included for a comprehensive assessment on returns on investments.

Summary, Next Steps and Useful Resources

Guideline Summary

The Guidelines for Selecting Models supports a systematic approach to consumer education within ASEAN, across a range of consumer constituencies, issues, delivery systems and appraisal procedures. The Guidelines are designed to help individual AMS plan a consumer protection initiative and are based on the understanding that, regardless of the Model selected, running a successful consumer protection program relies on fulfilling four key steps – Planning, Development, Implementation and Evaluation. The Guidelines are based on following a set process to ensure that activities important for executing successful programs are undertaken throughout the different steps of the program across all models.

Summaries of the four steps are included below.

Planning

In the planning step, the critical first points for initiative and program design are the strategic planning process and consideration of how each step logically connects to the next. During the planning step, policy makers need to consider a range of factors prior to the identification of potential activities, including:

- What is the issue?
- Who is impacted?
- What is the objective?
- What resources and expertise is required?

Development

The development step establishes message design, key messages and message pre-testing approaches for the consumer protection initiative, building on the activities undertaken in the planning step. This step focuses on the development of materials and activities linked to behavioural outcomes and designated target groups by considering:

- What is the solution to the identified problem?
- What is the best approach for the consumer protection activity? Mass audience or targeted audience?
- What are the best activities to achieve the stated objectives?
- Who are the important stakeholders to engage?
- What resources and expertise is required?

Implementation

Once the initiative has undergone the planning and development steps, implementation of the consumer education program should begin. During this stage, policy makers should consider:

- How will the different communication tools be finalised for implementation?
- How will the delivery of the consumer education program be coordinated during the term of the program?
- How will the rollout of the initiative (including funding, execution etc.) be managed and tracked throughout the implementation period?

- How will the resources that support delivery of the consumer education program be distributed?
- Is implementation of the planned schedule of activities being undertaken?

Evaluation

During the final step – the Evaluation step – policy makers should reflect on the successes and challenges of the initiative, and draw on this to develop insights that will inform future initiative implementation. Key considerations during this step are:

- What will be the key performance indicators against which the initiative will be assessed?
- How will the initiative be evaluated throughout to ensure it is continuously improved?
- How will an end of initiative evaluation be conducted? Who will be involved in evaluating the initiative?
- How will the knowledge from the evaluation of the initiative be captured and used to inform future initiatives?

Useful Resources

Strategic Planning Template (Annex 7)

The Strategic Planning Template provides a guide that AMS can use in developing a consumer education program. This was introduced at Workshop 2 of this project. Participants were reminded of the importance of taking a strategic planning approach, which can support the use of the models and be adapted to the context of different countries. This template is a very important resource that policy makers can use in implementing consumer education programs in the future.

Strategic Communication Framework (Annex 8)

The *Strategic Communication Framework* provides a step-by-step guide to the strategic planning cycle, and complements use of the Strategic Planning Template. The Strategy focuses on the implementation of strategic planning, including consideration of communication channels, effective delivery and synergised approaches to create a communication umbrella that sets the communication campaign agenda and facilitates community dialogue and advocacy around the consumer protection issue.

Further Reading

Advancing National Strategies for Financial Education: A Joint Publication by Russia's G 20 Presidency and the OECD (2013) www.oecd.org/finance/financial-education/advancing-national-strategies-for-financial-education.htm

Australian Water Safety Council Australian Water Safety Strategy 2012-15: Towards a nation free from drowning (2012) www.watersafety.com.au

Australian Securities and Investments Commission National Financial Literacy Strategy 2014–17 www.asic.gov.au/regulatory-resources/find-a-document/reports/rep-403-national-financial-literacy-strategy-2014-17/

Bank of Indonesia Financial Access and SME Development Department (2014) *Financial Inclusion Booklet*

T Backer, E Rogers and P Sopory *Designing Health Communication Campaigns: What works?* (Sage Publications, 1992)

M Blakemore and N Smith, Evaluation of Consumer Education, Information and Capacity Building Actions: Final Report (2011) Ecorys UK

D Burton, 'Consumer Education and Service Quality: Conceptual Issues and Practical Implications' (2002) 16 *Journal of Services Marketing* 125-142

Communications Commission of Kenya Consumer Education Outreach Programmes www.ca.go.ke/index.php/consumer-education-outreach-program

RW Elder et al, 'Effectiveness of Mass Media Campaigns for Reducing Drinking and Driving and Alcohol-Involved Crashes: A Systematic Review' (2004) 27 *American Journal of Preventive Medicine* 57-65

European Union *Consumer Policy Strategy 2007-2013: Empowering consumers, enhancing their welfare, effectively protecting them* (2007) http://ec.europa.eu/consumers/archive/overview/cons_policy/doc/cps_0713_en.pdf

A Fayolle, B Gailly and N Lassas-Clerc 'Assessing the Impact of Entrepreneurship Education Programmes: a New Methodology' 30 (2006) *Journal of European Industrial Training* 701-720

C Goodwin and J Nichols Microsoft *Developing a City Strategy for Cybersecurity: A seven-step guide for local governments* (2014) www.smartcitiescouncil.com/resources/developing-city-strategy-cybersecurity-7-step-guide-local-governments

J Mahoney 'Strategic Communication And Anti-Smoking Campaigns' 2010 1 *Public Communication Review* 33

M Martin, 'A Literature Review on the Effectiveness of Financial Education' (2007) Federal Reserve Bank of Richmond Working Paper No. 07-03 https://www.richmondfed.org/publications/research/working_papers/2007/wp_07-3

A Nuwagaba, *Uganda Micro-Finance Consumer Education Program Learning Exercise* (2007) Uganda Department for International Development <http://www.fsdu.or.ug/pdfs/CEP%20Learning%20Exercise%20Final%20report.pdf>

R Rice and C Atkin *Public Communication Campaigns* (Sage Publications, 2012)

LN Wundersitz, TP Hutchinson and JE Woolley, *Best Practice in Road Safety Mass Media Campaigns: A Literature Review* Centre for Automotive Safety Research (2010) <http://trid.trb.org/view.aspx?id=920064>

J Yoong et al *A Toolkit for the Evaluation of Financial Capability Programs in Low-and Middle-Income Countries* (2013) Financial Literacy and Education: Russia Trust Fund, International Bank for Reconstruction and Development The World Bank <http://documents.worldbank.org/curated/en/2013/01/18054632/toolkit-evaluation-financial-capability-programs-low-middle-income-countries>

Annex 1 – Characteristics of Models through implementation

	Planning	Development	Implementation	Evaluation
Best Practice	<ul style="list-style-type: none"> • Conduct broad stakeholder consultations to select appropriate objectives and target groups for initiative • Establish governance committee to manage implementation • Partner with experts in consumer education development and delivery to select communications tools 	<ul style="list-style-type: none"> • Pre-testing of all materials with small subset of target consumer groups • Comprehensive training plan for presenters to build capacity to deliver training • Government agencies and NGOs fully engaged and supportive of initiative • All materials and initiatives signed off by committee 	<ul style="list-style-type: none"> • Comprehensive resources developed to support delivery of consumer education program • NGOs and community networks mobilised to distribute materials • Central coordination of consumer education efforts at national, regional and local levels 	<ul style="list-style-type: none"> • Impact of consumer protection initiative fully tested against agreed KPIs • Continual research throughout program to sharpen / target message • Feedback received from broad group of stakeholders: participants, instructors, NGOs, community groups etc
Advanced	<ul style="list-style-type: none"> • Use a mix of experience and some stakeholder engagement to select objectives and target groups for initiative • Leverage internal experience to select from a broad range of communication tools 	<ul style="list-style-type: none"> • Pre-testing of materials with internal experts and some consumers • Presenters trained to competently deliver material • Some efforts to seek additional funding / support from government agencies or NGOs 	<ul style="list-style-type: none"> • Detailed materials and resources produced to support initiative • Some partnering with local NGOs and community networks for delivery • Coordination between providers delivering initiative, not centrally controlled 	<ul style="list-style-type: none"> • Key performance indicators (KPIs) agreed, and some efforts to robustly test outcomes of initiative against KPIs • Feedback received from participants where appropriate
Basic	<ul style="list-style-type: none"> • Selection of a single or limited objective or consumer protection issue to focus on • Select a single consumer group to target or low cost methods for applying to a mass audience • Selection of limited range of 	<ul style="list-style-type: none"> • Limited pre-testing of concepts and materials • Some training of presenters to deliver material • No capacity to seek or gain funding / support from government agencies or 	<ul style="list-style-type: none"> • Simple range of resources produced for the initiative • Limited engagement with NGOs and community networks • Limited coordination across network of providers 	<ul style="list-style-type: none"> • Limited or no evaluation of success of initiative

	simple communications tools	NGOs	delivering message	
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Annex 2 – Summary of Models

The Basic Model

Reflecting a low resource basis, the Basic model is characterised as less comprehensive throughout the four stages. With low resource availability, there is a risk of jumping immediately from a partial identification of the problem to direct implementation of activities. However, it is still crucial that sufficient time and effort is invested in the Planning and Development steps. This will be important to ensure that the activities undertaken in the Implementation stage maximise their effect in addressing the problem.

Case Study example of the Basic Model

‘An Opportunity for all, Financial Education in Africa’ is an example of implementation of the Basic model. The program was designed to help low income people learn more about financial products and consumer rights, and was the first of a number of measures to educate consumers.

The program was conducted in four stages:

- **Planning:** The media for presenting the education program, video, was selected and a small number of potential audience members were surveyed to help guide creation of the content.
- **Development:** Each of the selected modules (e.g. ‘understanding banking’, ‘your rights when you buy things’) were developed by a consumer education expert, who volunteered their time. One of the experts suggested that the modules be created using traditional African imagery and songs to help better communicate with the audience. The modules were recorded by each of the experts.
- **Implementation:** The videos were distributed to a number of banks on DVD, and the banks were asked to play the videos on plasma screens that already existed in their branches. Bank tellers were encouraged to talk to their customers about financial issues and help make their customers aware of negative consumer behaviours.
- **Evaluation:** There was a limited effort to evaluate the success of the program. The agency estimated that ~160k people were reached in bank branches, but other than that the success of the program was not tested. As a result, there were limited lessons learned that could be more broadly applied within the region.

The report can be found at <http://www.microfinancegateway.org/sites/default/files/mfq-en-case-study-an-opportunity-for-all-financial-education-in-africa-oct-2011.pdf>

The Advanced Model

This model takes a more comprehensive and rigorous approach throughout the four stages compared to the Basic model, however is still restricted by resources and capability. This Advanced model aims to go beyond ‘easy wins’ and achieve a broader range of benefits and results towards the specific AMS country consumer protection agenda.

Case Study example of the Advanced Model

‘Energy Best Deal’ is an example of implementation of the advanced model. The program was designed

to help low income people in Britain understand how to reduce their energy costs, by educating both consumers directly and consumer education providers.

The program was conducted in four stages:

- **Planning:** The British Government determined that the monthly arrival of large bills, such as utilities and telecommunications, were a significant cause of financial distress amongst consumers. As a result, the Government gave a grant to 'Citizens Advice', a major NGO, to educate consumers about their rights as utility users and strategies to reduce the cost of utilities. Citizens Advice decided to target as many consumers as possible with its own training programs to maximise the quality of consumer education. Where consumers could not be targeted due to resource constraints, consumer agencies would be trained to provide the training on to consumers.
- **Development:** A number of modules were created by Citizens Advice and external experts to cover key issues that consumers have when using utility services. A number of Citizens Advice staff members who worked on developing the modules were selected to deliver the training.
- **Implementation:** Citizens Advice staff members delivered training to target low-income audiences. Small group sessions were typically organised in community halls and local schools to encourage attendance. Citizens Advice staff also travelled to participating consumer agencies to provide training to their staff. A number of resources were also left with consumer agencies to help them further educate consumers. In addition, Citizens Advice staff provided one-on-one follow up sessions to consumers who attended the lectures and had particular issues.
- **Evaluation:** The program was evaluated through surveys taken at the lectures and follow up interviews conducted 2-3 months afterward. 98% of participants said the sessions were useful and, three months after the session, 69% had made an effort to address the high cost of their energy bills after the session. This provided a useful evidence base for future programs.

The booklet can be found at

https://www.citizensadvice.org.uk/Global/CitizensAdvice/Energy%20Best%20Deal/WEB_EBD_booklet_English.pdf

The Best Practice Model

The Best practice model takes a comprehensive and rigorous approach to all steps of Planning, Development, Implementation and Evaluation. This model draws on a comprehensive understanding of the problem according to its scale and underlying issues through sufficient resourcing and investment in the issue identification step. The Best Practice model represents the highest standard of consumer education programs, functioning in a range of situations where significant resources and expertise are available for conducting consumer education.

Case Study example of the Best Practice Model

'Money Smart Teaching' is an example of implementation of the best practice model. The Australian program was designed to help children become more aware of their consumer rights and more financially literate.

The program was conducted in four stages:

- **Planning:** The Australian Government invested \$10M through a grant with the objective of helping children become more financially literate. This was intended to involve three elements: face to face

training for 6,000 teachers, publishing an online set of training manuals for teachers on consumer awareness, and developing teaching aides such as whiteboard activities and educational games. It was decided that the goal of training as many teachers as possible would be achieved through a 'train the trainers' model, where one or two teachers from each school would be chosen to attend training and then help their colleagues understand the online modules.

- **Development:** A government department led the development of teacher training materials and online models. A survey of the awareness of consumer issues amongst students was conducted to select the issues that the training should focus on. A number of teachers were also approached to provide input into the training materials.
- **Implementation:** Face to face training was then delivered to over 6,000 teachers, as required by the grant, through lecture-style workshops. Four workshops were conducted to give teachers enough time to understand the materials and reflect on what they had learned. These teachers were encouraged to help their colleagues understand consumer education and present the teaching materials in their schools.
- **Evaluation:** The program was independently evaluated by an external technical adviser, which suggested that benefits include increased awareness of the importance of financial education amongst teachers and better financial education for students.

The website for this initiative is <https://www.moneysmart.gov.au/teaching>

Annex 3 – Policy paper briefing note

Subject	<i>Specify the subject of focus – this should be compelling and capture the key elements of the Policy Paper Briefing Note</i>
Author	<i>Specify the author(s) of the brief, including contact information</i>
Organisation	<i>Specify the organisation, agency or team from which the brief is delivered</i>
Date	<i>Specify date of delivery</i>

Issue / Topic / Purpose

Provide a concise and pointed statement of the issue, proposal or problem. This section should explain in one or two lines why the subject matters to the reader. It should be set out as either a question or a statement on what the rest of the note is about.

Background

Detail to the reader what they need to know in order to understand what follows. Typically, this section gives a brief summary of the history of the topic and other background information. This includes outlining: how the situation, problem or issue arose; what led up to this situation and how it has evolved; and, any previous relevant decisions/problems.

This section should not repeat information that will be included in the “Current Status” section.

Current Status

Describe the current situation only. This will include: who is involved; what is happening now; what differences in opinion exist regarding the current situation between different stakeholders.

Key Considerations

Provide the reader with a summary of important facts, considerations and developments. While the author will have to decide what to include and what to leave out, this section should be as unbiased as possible. The aim is to present all the details required for the reader to be informed and/or to make an informed decision. Keep the reader's needs uppermost in your mind when selecting and presenting the facts. Support all statements with evidence and double check your facts.

Options / Next Steps / Comments

Outline observations about the key considerations and what they mean. Provide a brief description of next steps. This could be a review of the “pros and cons” of different approaches.

Conclusion and/or Recommendations

This section should summarise what you want your reader to infer from the Policy paper briefing note. Readers may jump immediately to this section, so ensure it covers the points you want your reader to be clear about. Do not introduce new information in this section. If you are including a



recommendations section, it should offer the best and most sound advice you can offer. Make sure the recommendation is clear, direct and substantiated by the facts you have put forward.¹

¹ This template has been developed based on Sustineo's own briefing note template.

Annex 4 – Stakeholder analysis and mapping exercise

Undertaking a stakeholder analysis and mapping exercise is useful when a project requires the engagement of a wide range of stakeholders. It can assist in clarifying the importance of different stakeholder groups and how they can be engaged to achieve project outcomes.

This type of exercise has strengths in allowing organisations to understand who their key stakeholders are and the type of relationships they might share with them. This can inform how an agency might work with their stakeholders, and provides a basis for developing tailored stakeholder engagement plans and strategies.

The importance of stakeholder analysis and mapping

A key component of this exercise is identifying the type of relationships that exist that will influence your project or program. This is relevant both internally to your organisation and between your agency and other stakeholders and is important in terms of assessing the relative power and interest they have in your project goals and objectives.

It is important to understand that all stakeholders will have a degree of power and interest in the issue, however this will potentially be quite varied and will change over time. This exercise will help you identify which relationships will be most important, so that you are able to invest in those that will be most influential. This is crucial in low or limited resource settings. As the importance of different relationships will change over time, it is useful to undertake this activity at multiple stages throughout a project.

What is involved in undertaking a stakeholder analysis and mapping exercise

The exercise uses a framework to understand the importance of different stakeholder groups. **Figure 1** outlines the basic dimensions of influence and interest that a group will have with its stakeholders.

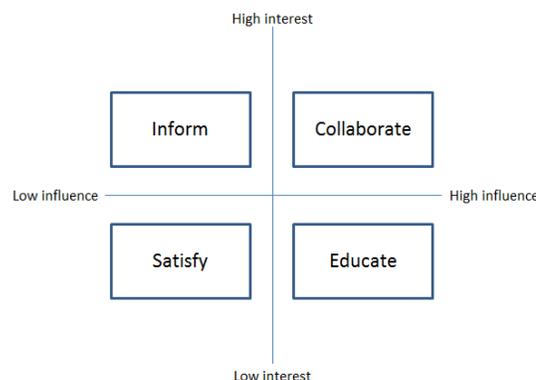


Figure 1 – Stakeholder map outlining basic dimensions of influence and interest between groups

The figure above provides a framework to categorise different stakeholders into groupings based on their potential interest and influence. This is determined according to the relative influence a stakeholder group might have on your project (horizontal x-axis) and the interest that stakeholder group might have in your organisation or project (the vertical y-axis).

Mapping stakeholder groups into the boxes in **Figure 1** can provide insight into the type of relationship that will need to be maintained, and the level of effort that will be required to maintain them:

- **Inform:** High interest, low influence stakeholders should be informed about progress of the initiative as it is developed and executed, and given some opportunity to contribute if necessary.
- **Collaborate:** For highly interested, highly influential stakeholders, all aspects of the initiative should be designed in a way that incorporates the feedback of these stakeholders and makes them feel part of the process, to ensure that they remain supportive throughout.
- **Satisfy:** Low interest, low influence stakeholders should remain satisfied throughout the process, but do not need to be brought on as collaborators in developing the initiative.
- **Educate:** Low interest, high influence stakeholders should be further educated about the initiative to increase their level of interest and hopefully bring them on board as collaborators in future.

How to conduct stakeholder analysis and mapping exercise

To identify the stakeholders, those designing a consumer education program need to consider the people or groups who have an interest in the project (i.e. they are impacted by the initiative in some way) and all those who have the ability to influence the initiative (i.e. they can impact the planning or execution of the initiative in some way). Stakeholders are then plotted on the map above based on their level of interest and influence during the Planning step. This section outlines a process to conduct a stakeholder analysis and mapping exercise.

Resources Needed

- Sufficient space for people to work comfortably
- Breakout rooms, or sufficient room space, for small group work
- Sufficient time to undertake the exercise (depending on number of people involved)
- Butchers paper and whiteboard markers
- Access to laptop and projector
- Designated facilitator to keep the session focused and to task (this could be someone external to the organisation)
- Designated scribe for recording group discussion and session outcomes

This exercise can effectively be conducted in a workshop format. The exact format will likely change depending on the specific context and the group of participants invited will likely vary, however should include personnel from your organisation who have been involved with establishing the program goals and objectives, or will be involved in future steps with program implementation. The following is a general process that can be followed.

- **Introduction** – the facilitator should outline the aims of the workshop, facilitate participant introductions and outline relevant information regarding timelines and housekeeping. This should also ensure that participants have a common understanding of the shared goals and objectives of the program or project, and the role of this particular workshop within it.
- **Activity 1 (small group brainstorm)** – provide participants with the opportunity to individually, or in small groups (2-3 people), map the different stakeholders according to the framework presented in Figure 1. Ensure that participants specify the stakeholder groups they believe to be relevant. Ask participants to justify *why* those groups might be interested and *how* they might be influenced.

Resources: butchers paper/flip charts or white boards and whiteboard markers

- **Activity 2 (small group synthesis of Activity 1)** – this step will depend on the size of the group. Ask each small group to partner with another group. In this combined group, ask them to synthesise their stakeholder maps from Activity 1. Each group should present their map, identifying the key stakeholders and justifying their level of interest and influence. Ask the group to discuss the similarities and differences between their stakeholder maps, and start to give consideration to what strategies could be employed to manage the groups on the map. The objective of this session is to build a combined stakeholder map based on the two groups.

Resources: butchers paper/flip charts or whiteboards and whiteboard markers,

- **Activity 3 (whole group synthesis of Activity 2)** – bring the whole group together, with each of the sub-groups from Activity 2 to present their combined stakeholder maps. The objective of this session is to discuss what the key stakeholder groups identified and their position on the map. Through this session, an integrated stakeholder map should be created. This could usefully be done on a computer and projected on a screen to allow everyone to see the map as it is developed. The designated scribe should note the discussion on each stakeholder group, including to characterise their position, how they could be engaged (e.g. as a collaborator) and on what topics (e.g. what is their interest?).
- **Summary** – the facilitator should summarise the session as it relates to the final stakeholder map. This will include acknowledging that the stakeholder map, and the position of different stakeholder groups, will potentially change over time.
- **Circulation of workshop summary** – a summary of the workshop should be circulated soon after the event to confirm the outputs. This should also include the identification of next steps and delegation of responsibility for engaging stakeholders as part of a broad engagement plan.

This exercise can provide a basis to develop an engagement plan for how to work with and prioritise each stakeholder. A further discussion can be held in regards to considering and analysing the relationships identified between different groups on the stakeholder maps. This step could consider:

- What is the most effective allocation of resources to build and maintain key relationships?
- How you will achieve the required buy-in from key stakeholders?
- What disagreement or conflict may emerge between different stakeholders and how this might best be managed?



Given that relationships may change throughout the duration of the project, the final step is to plan for the next stakeholder mapping workshop to provide an update on project progress.²

² This template has been developed based on the work of a number of other organisations. These include: N Kennon, P Howden and M Hartley. 2011. "Who really matters? A stakeholder analysis tool", *Extension Farming Systems Journal* 5:2, pp. 9-17 (https://www.csu.edu.au/data/assets/pdf_file/0018/109602/EFS_Journal_vol_5_no_2_02_Kennon_et_al.pdf); the State Services Commission of the Government of New Zealand (<https://www.ssc.govt.nz/node/6253>); and NVCO Know How Nonprofit (<https://knowhownonprofit.org/campaigns/communications/effective-communications-1/communications-strategy>).

Annex 5 – Evaluation plan template

Project evaluations are a crucial component of any project cycle. This is for a range of reasons, spanning from accountability for resource expenditure, review of strategy effectiveness, demonstration of value-for-money, and identifying lessons learned for future project improvement. While project evaluations are often considered only at the end of a project, it is important that the evaluation framework for the project be established during the early planning and development stages.

Table 1 is intended to assist users ensuring that project objectives are identified, are measurable and to assist identifying how they will be measured. This table is intended to come after problem identification.

Table 1 – Template for considering project objectives and how they will be measured

What is the objective?	What is the measurable indicator?	How will it be measured?
<i>E.g. To raise vulnerable consumers awareness of motorcycle repossession laws</i>	<i>E.g. Recall of the target population regarding key messages communicated about motorcycle repossession laws</i>	<i>E.g. A knowledge, attitudes and practices survey, conducted 6 weeks after messaging</i>

What is the objective?

The objectives of the project should, at this stage, be established and aligned with addressing the specific problem or issue. This exercise, however, will be useful in ensuring the specific objectives are measurable. Consideration should be given to whether the objectives are tangible and achievable within the scope of the project, and what key performance indicators exist to assess the initiative against.

What is the measurable indicator?

The measurable indicator is the type of information or data you would collect to assess change or progress towards your objective. For example, if your communication strategy is focused on raising awareness of a policy decision or regulation, you might measure recall within your target population as a measure of its success. Consideration should be given to whether the possible measures of progress align with the objective. In establishing an indicator, it is critical that it is measurable. That is, that there will be data available to measure the success of the project in achieving outcomes, within the designated project timeframes.

How will it be measured?

How you measure progress is dependent on the type of data collection tools and techniques you would use to collect the required information. The tools you choose will depend on the measures identified in the previous step, and are likely to be influenced by the resources available to you. For example, a national survey may provide detailed information but might also be beyond the scope of your budget. Consideration should be given to what tools will provide you with the information you require.

Other considerations for conducting an evaluation

The above steps are initial ones and should be used to frame thinking around the evaluation planning. This will need to be further defined, however ensuring the alignment of objectives to measures and tools to assess those measures is critical. In addition to this, users should also give consideration to other factors. For example:

- Who will conduct the evaluation of the project? This is important to consider as the objectivity and rigour of an evaluation can be different depending on whether it is conducted by personnel who are part of the organisation, or if an external evaluator is engaged.
- When will the evaluation take place? The timing of an evaluation can be important. For example, you might use a survey as a data collection tool to measure recall of a communication message. If the survey is conducted a long time after the message, this will have implications for recall.³

³ This template has been developed based on the work of a number of other organisations. These include: Department of Education and Early Childhood Development, State Government of Victoria (<http://www.education.vic.gov.au/Documents/school/principals/community/commstrategytemplate.pdf>); NVCO Know How Nonprofit (<https://knowhownonprofit.org/campaigns/communications/effective-communications-1/communications-strategy>).

Annex 6 – Press Release Template

Subject line

The subject line must be gripping and capture the key elements of the press release. Ensure the key message is clearly identified. The subject line may be replicated as the “Press Release Heading”.

Press Release

The nature of the document should be clearly outlined for readers.

Release Date Information

The intended release date should be specified. This could be “for immediate release” or it could be intended for release at a certain time. If a specified date is intended, make sure the desired release date is clearly outlined. For example, “for release on X date” or “not to be released prior to X date”.

Press Release Heading – Name of Relevant Organisation

The Press Release Heading should match the “Subject line”. As above, it must be gripping and capture the key elements of the press release. The name of the relevant organisation should be identified.

Opening Paragraph

In the opening paragraph it is important to clearly outline the significance of the press release. This can follow the approach of defining: what happened; where and when it took place; why and how it happened; why it is important or of interest; and who was involved.

Body Paragraphs

The body paragraphs should be structured to highlight the most important information in the early paragraphs (i.e., an inverted pyramid). This is to ensure the readers understand the key aspects of your press release early. Each new paragraph will provide less important information.

Final Paragraph

The final paragraph should provide details on the organisation, or subject, of the press released. This is an opportunity to outline the role of the organisation or broader scope of work it undertakes.

Contact information

Provide the details of a specified contact person for receiving enquires, such as their name, email address, and phone number(s). Providing a website address for the relevant organisation is advisable.

Reference or source material

If you have referenced any source material it is important to outline those sources.⁴

⁴ This template has been adopted from the work of *Get the Word Out* (<http://www.getthewordout.com.au/articles/mediareleasetemplate.htm>)

Annex 7 – Strategic Planning Template

Section 1 – Planning				
Consumer Protection program target groups	Policies/behaviours amendable to change using strategic communications	Program objectives to achieve behaviour change	Barriers to behaviour change	Benefits from behaviour change

Section 2 – Development				
Key messages	Participant groups	Activities to be conducted	Channels of communication	Communication products to support change activities

Section 3 – implementation		
Logistics and materials distribution plan	Campaign implementation timeframe	Indicative budget

Section 4 – Evaluation			
Key performance indicators	Behaviour change targets	Evaluation method	Evaluation timeline

Annex 8 – Strategic Communication Framework

An integral aspect to the success of the strategic communication process is the development of a culturally appropriate framework for **planning, development, implementation, and evaluation** of the consumer protection program for behavioural outcomes. A feature of the strategic planning framework is the adoption of the principles underlying consumer protection through the development of a deep understanding of community consumer needs. In other words, putting the consumer first (see **Figure 1**).

The **CONSUMER First** philosophy is premised on the fact that notions such as simply ‘providing information’ or ‘educating the consumer’ - as a teacher would talk down to a student - are outmoded concepts, with the need to now build more ‘constructive dialogue’ with consumers. The strategic communication approach outlined in following sections provides opportunities for a more in-depth understanding of consumer needs and wants through an ‘exchange process’. This approach provides as many insights for consumer protection stakeholders and programmers as it does for the program beneficiaries.



Figure 1: Putting the Consumer first

Defining Strategy

Terms and approaches used for the consumer protection strategy refer to well-defined procedures, which, if enacted according to strategic principles, will achieve specific, long-term goals. Within the context of a Communication Strategy, a *Campaign* is seen as:

“Exerting oneself continuously, vigorously, or obtrusively through an operation or series of operations, to gain an end, accomplish a planned purpose, to achieve a goal or large-scale objective, for a certain cause.”⁵

These terms suggest that ‘consumer protection communication campaign impact’ can be optimised through concentrated, intensive, multi-level interventions, using a broad range of strategic communication approaches (discussed below), which are effectively planned and implemented.

Campaign Phases

The Communication Strategy may be best developed in stages in accordance with funding opportunities provided through donors, governments and the private sector. This will also account for changing priorities in consumer protection issues, which may change over course of implementing this Communication Strategy.

It is anticipated that at least one intensive communication campaign phase could be conducted each year on mutually decided consumer protection priorities. There is also the possibility of additional strategic communication campaign phases, implemented according to the needs and funding opportunities of various aspects of the program.

Setting the Program Agenda

“A multi-platform approach is the best way to go in Cambodia. Most people seem to have a TV unless they live in rural areas, but radio is good too for youth without access to TV.” (Country Director, BBBC Media Action NGO – Phnom Penh, Cambodia)

It has been identified that a well-choreographed strategy of message delivery through mass media communication channels, combined with effective community based resource distribution to support interpersonal communication and media advocacy (public relations and other activities) channels of communication can ensure behaviour change with target audiences. Intensive, synergised, multilevel, communication campaigns, delivered through a range of communication channels, can create an umbrella of awareness to rapidly set a program agenda.

Mass media channels have been found to be one of the most efficient ways to raise awareness and promote discussion at a population level about a social issue in high, middle-and low-income countries.⁶ Although mass media is a critical component in moving target audiences along the

⁵ Free online Dictionary. (2011). *Campaign*. Retrieved on September 15, 2011 from <http://www.thefreedictionary.com/campaign>

⁶ Mullin, S., Prasad, V., Kaur, J., & Turk, T. (2011). Increasing evidence for the efficacy of tobacco control mass media communication programming in low-and middle- income countries. *Journal of Health Communication*, (16), 1–10. DOI:

‘behaviour change continuum’, equally important to the success of the strategy is the integration of mass media with a range of other communication activities to raise awareness and build basic knowledge about the consumer protection issues using interpersonal communication (IPC) approaches. These could take the form of community and political advocacy to support policy change as well as IPC approaches conducted by ‘community influencers’ to support the behaviour change process (see **Figure 2**).

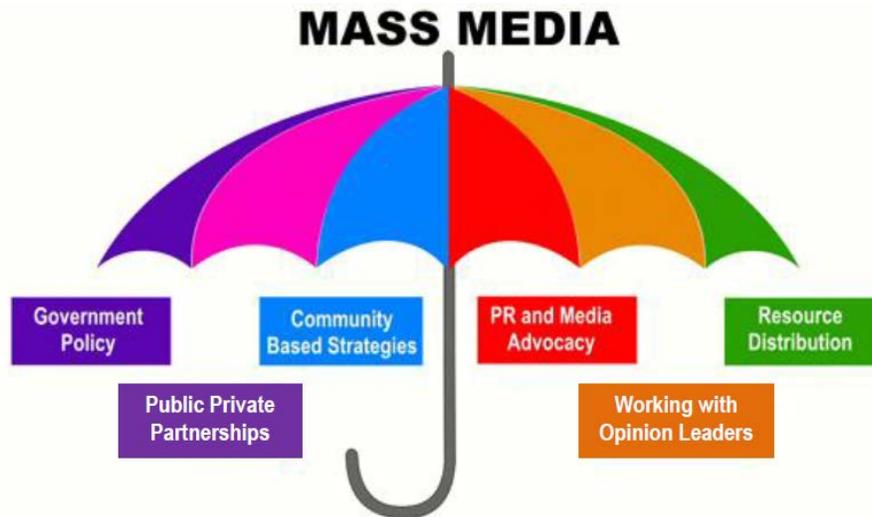


Figure 2: The Mass Media Umbrella – setting the program agenda to mobilize communities, build political will and empower consumers

Development of Communication Strategy Core Competencies

To ensure scaling-up of the Consumer Protection Communication Strategy, in light of the limited resources identified through the needs assessment, public–private–partnerships (PPPs) are encouraged with agencies and individuals with competencies in core areas of communication program planning, development, implementation and evaluation. As well as offering opportunities from the private sector for co-funding consumer protection strategic communication campaigns, this approach can further build capacity and encourage technical transfer with these agencies and individuals, during the term of the strategy. The four *Core Competency Areas* identified in need of development for ASEAN strategy stakeholders are as follows (see **Figure 3**):

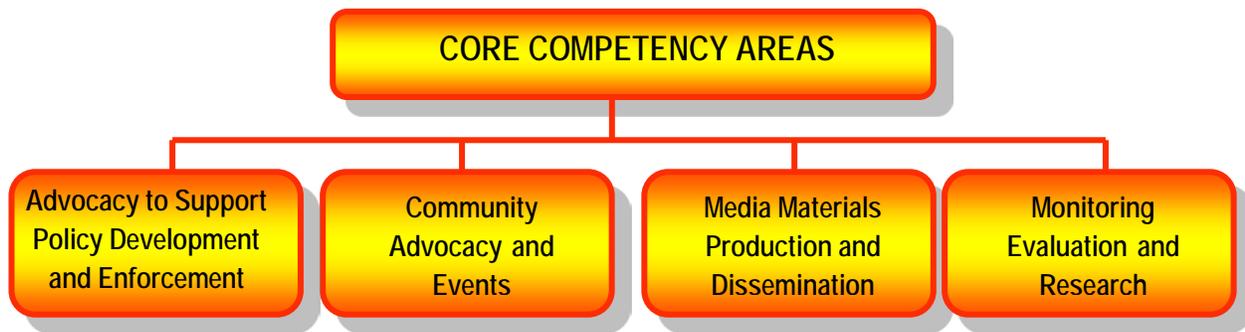


Figure 3: Building Core Competences for Consumer Protection Strategic Communication Programs

Communication Strategy Coordination

“The agencies have a different role. Medicines are controlled by Ministry of Health, drugs for animals are by Ministry of Agriculture. The team needs better coordination.” (Health Service Director (Acting), Population Services International – Phnom Penh, Cambodia).

The aim of any regional approach is the effective harmonization and coordination of programs across the region. This will assist AMS in minimising cross border product challenges, and to work collaboratively through joint strategies, wherever possible. A critical component to the successful implementation of the Communication Strategy is management through a coordinated, multi-sectoral response. This takes into account the number of resource limited settings in which the strategy will be implemented, and the need for effective integration of communication and other program activities across a number of country settings. A *sectoral approach* also provides due recognition of the increased ability to empower consumers and to affect change through quality assured products and services by working across a range of sectors and partnerships, to support consumer protection.

In addition to the need for regional linkages, national partners could include a range of other actors, whether or not the program is targeted at particular regions or nationally. These might include: government Ministries such as, Ministries of Consumer Affairs, Trade, Finance, Police, Education, Health, Culture, Women’s Affairs, the Faith-based sector, rural sector, and the private sector including; advertising and market research agencies, workplaces, and the media. Building alliances with these sectors will also facilitate the development of more effective policies and guidelines, and communication activities to support social environments more conducive to the adoption of consumer protection reforms. Once structures are working efficiently at national level, these coordinating mechanisms should be replicated at District and Local levels.